

## Ladys Island Elementary

73 Chowan Creek Bluff  
Beaufort, SC 29907

|                       |   |              |
|-----------------------|---|--------------|
| <b>Grades</b>         | PK-5 Elementary School                          |              |
| <b>Enrollment</b>     | 428 Students                                    |              |
| <b>Principal</b>      | Mr. Terry G. Bennett                            | 843-322-2276 |
| <b>Superintendent</b> | Dr. Phillip J. McDaniel, Interim Superintendent | 843-322-2300 |
| <b>Board Chair</b>    | Dale Friedman                                   | 843-322-2356 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1         | 31   | 54      | 3             | 0              |

## IMPROVEMENT RATING

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Good                   | Unsatisfactory            | No                              |
| <b>2004</b> | Good                   | Unsatisfactory            | Yes                             |
| <b>2005</b> | Average                | Average                   | No                              |
| <b>2006</b> | Good                   | Good                      | Yes                             |

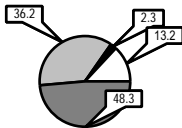
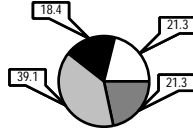
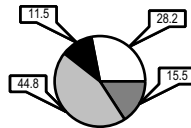
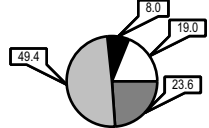
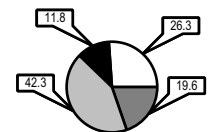
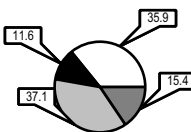
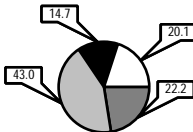
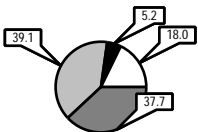
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |  |          |               |         |              |            |                                     |                              |                                |
| All Students   | 182  | 96.7     | 11.8          | 36.7    | 49.1         | 2.4        | 60.9                                | Yes                          | Yes                            |
| <b>Gender</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Male   | 75   | 96.0     | 15.9          | 49.3    | 34.8         | 0.0        | 47.8                                | N/A                          | N/A                            |
| Female   | 107  | 97.2     | 9.0           | 28.0    | 59.0         | 4.0        | 70.0                                | N/A                          | N/A                            |
| <b>Racial/Ethnic Group</b>   |  |          |               |         |              |            |                                     |                              |                                |
| White  | 100  | 99.0     | 8.5           | 28.7    | 59.6         | 3.2        | 71.3                                | Yes                          | Yes                            |
| African American   | 69   | 92.8     | 15.9          | 47.6    | 34.9         | 1.6        | 42.9                                | Yes                          | Yes                            |
| Asian/Pacific Islander   | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| Hispanic   | 12   | 100.0    | 16.7          | 41.7    | 41.7         | 0.0        | 75.0                                | I/S                          | I/S                            |
| American Indian/Alaskan  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| <b>Disability Status</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled   | 146  | 100.0    | 5.0           | 34.3    | 57.9         | 2.9        | 71.4                                | N/A                          | N/A                            |
| Disabled   | 36   | 83.3     | 44.8          | 48.3    | 6.9          | 0.0        | 10.3                                | I/S                          | I/S                            |
| <b>Migrant Status</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | N/A                          | N/A                            |
| Non-Migrant  | 182  | 96.7     | 11.8          | 36.7    | 49.1         | 2.4        | 60.9                                | N/A                          | N/A                            |
| <b>English Proficiency</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient   | 10   | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Non-Limited English Proficient                                     | 172  | 96.5     | 11.3          | 36.9    | 49.4         | 2.5        | 60.0                                | N/A                          | N/A                            |
| <b>Socio-Economic Status</b>                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals   | 89   | 94.4     | 18.3          | 43.9    | 36.6         | 1.2        | 51.2                                | Yes                          | Yes                            |
| Full-pay meals   | 92   | 100.0    | 5.7           | 29.9    | 60.9         | 3.4        | 70.1                                | N/A                          | N/A                            |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 182 | 96.7  | 19.4 | 40.0 | 21.8 | 18.8 | 58.2 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 75  | 97.3  | 20.0 | 44.3 | 22.9 | 12.9 | 57.1 | N/A | N/A |
| Female   | 107 | 96.3  | 19.0 | 37.0 | 21.0 | 23.0 | 59.0 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 100 | 98.0  | 16.0 | 31.9 | 24.5 | 27.7 | 66.0 | Yes | Yes |
| African American   | 69  | 94.2  | 28.1 | 48.4 | 17.2 | 6.3  | 43.8 | Yes | Yes |
| Asian/Pacific Islander                                   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | 12  | 100.0 | 0.0  | 58.3 | 25.0 | 16.7 | 75.0 | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 146 | 100.0 | 10.0 | 42.1 | 25.7 | 22.1 | 67.9 | N/A | N/A |
| Disabled   | 36  | 83.3  | 63.3 | 30.0 | 3.3  | 3.3  | 13.3 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A |
| Non-Migrant  | 182 | 96.7  | 19.4 | 40.0 | 21.8 | 18.8 | 58.2 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 10  | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 172 | 96.5  | 20.5 | 39.1 | 21.7 | 18.6 | 57.1 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 89  | 95.5  | 27.7 | 47.0 | 16.9 | 8.4  | 45.8 | Yes | Yes |
| Full-pay meals   | 92  | 98.9  | 11.5 | 33.3 | 26.4 | 28.7 | 70.1 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 182   | 98.9            | 28.2                 | 44.8           | 15.5                | 11.5              | 27.0                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 75  | 98.7            | 29.2                 | 44.4           | 15.3                | 11.1              | 26.4                                 |
| Female                         | 107   | 99.1            | 27.5                 | 45.1           | 15.7                | 11.8              | 27.5                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 100   | 99.0            | 17.0                 | 47.9           | 19.1                | 16.0              | 35.1                                 |
| African American               | 69  | 98.6            | 44.1                 | 42.6           | 7.4                 | 5.9               | 13.2                                 |
| Asian/Pacific Islander         | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 12  | 100.0           | 25.0                 | 33.3           | 33.3                | 8.3               | 41.7                                 |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 146   | 100.0           | 21.4                 | 45.0           | 19.3                | 14.3              | 33.6                                 |
| Disabled                       | 36  | 94.4            | 55.9                 | 44.1           | 0.0                 | 0.0               | 0.0                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 182   | 98.9            | 28.2                 | 44.8           | 15.5                | 11.5              | 27.0                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 10  | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 172   | 98.8            | 28.5                 | 45.5           | 14.5                | 11.5              | 26.1                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 89  | 98.9            | 41.4                 | 43.7           | 12.6                | 2.3               | 14.9                                 |
| Full-pay meals                 | 92  | 100.0           | 14.9                 | 46.0           | 18.4                | 20.7              | 39.1                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 182 | 98.9  | 19.0 | 49.4 | 23.6 | 8.0  | 31.6 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 75  | 98.7  | 16.7 | 61.1 | 18.1 | 4.2  | 22.2 |
| Female                         | 107 | 99.1  | 20.6 | 41.2 | 27.5 | 10.8 | 38.2 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 100 | 99.0  | 12.8 | 41.5 | 34.0 | 11.7 | 45.7 |
| African American               | 69  | 98.6  | 29.4 | 58.8 | 7.4  | 4.4  | 11.8 |
| Asian/Pacific Islander         | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Hispanic                       | 12  | 100.0 | 8.3  | 58.3 | 33.3 | 0.0  | 33.3 |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 146 | 100.0 | 12.1 | 50.0 | 27.9 | 10.0 | 37.9 |
| Disabled                       | 36  | 94.4  | 47.1 | 47.1 | 5.9  | 0.0  | 5.9  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 182 | 98.9  | 19.0 | 49.4 | 23.6 | 8.0  | 31.6 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 10  | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 172 | 98.8  | 19.4 | 49.1 | 23.0 | 8.5  | 31.5 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 89  | 98.9  | 29.9 | 51.7 | 17.2 | 1.1  | 18.4 |
| Full-pay meals                 | 92  | 100.0 | 8.0  | 47.1 | 29.9 | 14.9 | 44.8 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 64   | 100.0    | 12.5          | 25.0    | 51.8         | 10.7       | 62.5                         |
|                              | 4     | 69   | 100.0    | 23.4          | 46.9    | 28.1         | 1.6        | 29.7                         |
|                              | 5     | 67   | 100.0    | 30.8          | 43.1    | 24.6         | 1.5        | 26.2                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 61   | 100.0    | 17.5          | 28.1    | 50.9         | 3.5        | 54.4                         |
|                              | 4     | 62   | 95.2     | 10.2          | 39.0    | 49.2         | 1.7        | 50.8                         |
|                              | 5     | 59   | 94.9     | 7.5           | 43.4    | 47.2         | 1.9        | 49.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 64   | 100.0    | 17.9          | 42.9    | 32.1         | 7.1        | 39.3                         |
|                              | 4     | 69   | 100.0    | 18.8          | 39.1    | 31.3         | 10.9       | 42.2                         |
|                              | 5     | 67   | 100.0    | 41.5          | 44.6    | 7.7          | 6.2        | 13.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 61   | 96.7     | 19.6          | 42.9    | 25.0         | 12.5       | 37.5                         |
|                              | 4     | 62   | 96.8     | 18.3          | 35.0    | 20.0         | 26.7       | 46.7                         |
|                              | 5     | 59   | 96.6     | 20.4          | 42.6    | 20.4         | 16.7       | 37.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 64   | 100.0    | 28.6          | 57.1    | 14.3         | 0.0        | 14.3                         |
|                              | 4     | 69   | 100.0    | 29.7          | 43.8    | 14.1         | 12.5       | 26.6                         |
|                              | 5     | 67   | 100.0    | 50.8          | 29.2    | 10.8         | 9.2        | 20.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 61   | 100.0    | 29.8          | 49.1    | 17.5         | 3.5        | 21.1                         |
|                              | 4     | 62   | 98.4     | 23.0          | 44.3    | 18.0         | 14.8       | 32.8                         |
|                              | 5     | 59   | 98.3     | 32.1          | 41.1    | 10.7         | 16.1       | 26.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 64   | 100.0    | 12.5          | 73.2    | 12.5         | 1.8        | 14.3                         |
|                              | 4     | 69   | 100.0    | 21.9          | 39.1    | 23.4         | 15.6       | 39.1                         |
|                              | 5     | 67   | 100.0    | 35.4          | 44.6    | 7.7          | 12.3       | 20.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 61   | 100.0    | 19.3          | 50.9    | 19.3         | 10.5       | 29.8                         |
|                              | 4     | 62   | 98.4     | 6.6           | 57.4    | 32.8         | 3.3        | 36.1                         |
|                              | 5     | 59   | 98.3     | 32.1          | 39.3    | 17.9         | 10.7       | 28.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 428)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%            | No change                    | 100.0%  | 100.0%                          |
| Retention rate  | 3.6%              | Down from 6.4%               | 2.7%  | 2.8%                            |
| Attendance rate   | 95.3%             | Up from 94.3%                | 96.4%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 3.3%              | Down from 5.5%               | 0.0%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.3%              | Down from 4.0%               | 0.0%  | 0.0%                            |
| Eligible for gifted and talented  | 28.2%             | Up from 14.8%                | 11.8%   | 10.4%                           |
| On academic plans   | 33.6%             | N/AV                         | 34.1%   | 33.6%                           |
| On academic probation   | 0.0%              | N/AV                         | 1.0%  | 1.0%                            |
| With disabilities other than speech   | 7.3%              | Down from 10.5%              | 8.4%  | 7.5%                            |
| Older than usual for grade  | 1.0%              | Down from 1.1%               | 0.7%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 33)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 78.8%             | Up from 73.3%                | 54.7%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 3.0%              | N/A                          | 0.9%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 0.0%              | Down from 3.7%               | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 90.2%             | Down from 92.5%              | 88.5%   | 87.3%                           |
| Teacher attendance rate   | 95.2%             | Down from 96.6%              | 94.8%   | 94.9%                           |
| Average teacher salary  | \$46,332          | Up 0.4%                      | \$42,820  | \$42,485                        |
| Prof. development days/teacher  | 12.4 days         | Up from 11.6 days            | 13.5 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 7.0               | Up from 6.0                  | 4.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 21.6 to 1         | Up from 11.0 to 1            | 18.8 to 1   | 18.6 to 1                       |
| Prime instructional time  | 88.5%             | No change                    | 89.7%   | 89.7%                           |
| Dollars spent per pupil*  | \$7,737           | Up 1.2%                      | \$6,404   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 70.9%             | Down from 71.0%              | 63.8%   | 64.0%                           |
| Percent of expenditures for instruction*  | 73.1%             |                              | 69.0%   | 69.1%                           |
| Opportunities in the arts   | Excellent         | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.0%             | No change                    | 99.0%   | 99.0%                           |
| SACS accreditation  | No                | No change                    | Yes   | Yes                             |
| Character development   | Excellent         | Up from Below Average        | Excellent   | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 9.6%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3%                  | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**
**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Another exciting year!

It was our sixth full year as an arts-infused curriculum school, our fifth year as a school of choice, and our fourth year on the year-round calendar.

Our teachers received over \$200,000 in grants.

Numerous students won local and state art and music contests and/or awards.

We are the only elementary school in northern Beaufort County to offer full-time dance and drama.

Over 180 students attended our school because of the school-of-choice status.

We continued with a Pre-Gifted & Talented program for our high achieving 1st and 2nd graders, continued a Pre-K/K multiage class for our high achieving Pre-K students, and revamped our gifted and talented program.

We have a flagship strings program,

We had over 20,000 Accelerated Reader points earned by hard working students,

Approximately 80% of the teachers have a master's degree or higher.

Mrs. Andrea Riley was named the Wal-Mart Teacher of the Year!

During the 2005-2006 school year, the teachers and staff continued to work relentlessly on providing the students of our school with the best core curriculum available. Our drive to be the first fully implemented arts-infused curriculum school in Beaufort County has given the students, the teachers, and the school many opportunities for recognition. With our focus on our curriculum map and our various assessments, the teachers are using the best instructional practices available.

Lady's Island Elementary School is a small but growing school with an abounding history and bright future. The horizon before us is gleaming for several reasons: a powerful and effective instructional staff, involved parents, innovative programs, community connections and partnerships, and loving, caring students. This recipe is why we call Lady's Island Elementary School Beaufort's Best Kept Secret.

However, we have several hurdles that most be addressed: low student attendance, high student tardiness, disappointing test scores, space issues, concerns over rezoning, and budget restraints. We are putting into place steps to address these issues in a timely manner.

We encourage members of the community to join our winning team at Lady's Island Elementary School. Without the additional support of the community our small school will not be able to rise to the top. Therefore we challenge everyone—parents, business partners, the arts community, retirees, and even former students—to come into the school and make our school the best it can be for our students.

Mr. Terry G. Bennett, Principal 2005-2006

Mrs. Lynn Patterson, Assistant Principal 2005-2006

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | Teachers | Students* | Parents* |
|---|----------|-----------|----------|
| <b>Number of surveys returned</b>                             | 32       | 37        | 44       |
| <b>Percent satisfied with learning environment</b>            | 96.9%    | 86.5%     | 92.7%    |
| <b>Percent satisfied with social and physical environment</b> | 100.0%   | 75.0%     | 90.7%    |
| <b>Percent satisfied with school-home relations</b>           | 90.6%    | 81.1%     | 90.0%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.